

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**Name of Principal Mr. David A. Suarez

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Lincoln Elementary School

(As it should appear in the official records)

School Mailing Address 501 S. Lincoln Avenue

(If address is P.O. Box, also include street address)

Dixon

City

Illinois

State

61021-3345

Zip Code+4 (9 digits total)

Tel. (815) 284-7726Fax (815) 284-1305Website/URL www.dps.k12.il.us/lincolnE-mail lstaff@dps.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. James L. Brown

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dixon Public Schools #170 Tel. (815) 284-7722

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Doug Lee

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:   3   Elementary schools  
  1   Middle schools  
       Junior high schools  
  1   High schools  
       Other (Briefly explain)  
  5   TOTAL

2. District Per Pupil Expenditure:   \$7,242    
Average State Per Pupil Expenditure:   \$8,181

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4.   2   Number of years the principal has been in her/his position at this school.  
  3   If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	46	42	<b>88</b>		<b>7</b>			
<b>1</b>	41	36	<b>77</b>		<b>8</b>			
<b>2</b>	35	43	<b>78</b>		<b>9</b>			
<b>3</b>	31	39	<b>70</b>		<b>10</b>			
<b>4</b>	40	33	<b>73</b>		<b>11</b>			
<b>5</b>					<b>12</b>			
<b>6</b>					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								386

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>86</u>         | % White                          |
| <u>8</u>          | % Black or African American      |
| <u>5</u>          | % Hispanic or Latino             |
| <u>.5</u>         | % Asian/Pacific Islander         |
| <u>.5</u>         | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 11.89 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	26
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	44
<b>(4)</b>	Total number of students in the school as of October 1	370
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.1189
<b>(6)</b>	Amount in row (5) multiplied by 100	11.89

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: N/A

Specify languages:

9. Students eligible for free/reduced-priced meals: 50.26 %

194 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %  
55 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>36</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>13</u>	<u>1</u>
Total number	<u>46</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.9	95.9	97	95.1	95.1
Daily teacher attendance	97	97	97	97	97
Teacher turnover rate	3.25	9.1	0	6.1	3
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

## PART III - SUMMARY

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Lincoln Elementary School, located in Dixon, Illinois, is honored to be nominated as a No Child Left Behind – Blue Ribbon School. Children in Kindergarten through 4<sup>th</sup> grade attend Lincoln School, where the mission is “to give children positive experiences and opportunities to develop self-esteem and skills which will help them become contributing members of our school, their families and community; to become informed decision makers and to become life long learners. This mission is to be accomplished in a learning and caring environment shared by school, home, and community.” To attain this vision, the staff at Lincoln School truly works as a team, for few burdens are heavy when everyone lifts. Striving to create an environment in which all children can be successful has meant inviting and embracing change, which Lincoln School has proudly accomplished.

The 33 certified and 22 non-certified staff members work relentlessly to educate the 367 students, of which many come from households headed by single parents, grandparents, or alternative legal guardians. Over the past 5 years, enrollment has gradually declined and the mobility rate of students moving in and out of the district has been significant. However, truancy is consistently not a problem, and Lincoln School achieved 100% parental involvement for parent/teacher conferences. Lincoln School houses cross categorical classes for students needing learning and behavioral modifications and further strives to meet individual student and parent needs through its writing specialist, school counselor, after school program, and parent resource center.

Because of declining test scores, Lincoln teachers have spent the last five years revamping and realigning major components of the curriculum to better meet state standards and provide an education that spirals from one grade to the next. The largest room in the world is the room for improvement, and the Lincoln School staff courageously puts old philosophies aside to explore and develop not just an improved curriculum, but to establish a mind set that places each individual child’s needs at the forefront. Veteran staff members worked side by side with 1<sup>st</sup> and 2<sup>nd</sup> year teachers to mesh ideas and create a child-centered environment that empowers students to obtain their optimal potential educationally while simultaneously nurturing character development.

In many cases, Lincoln School is the only constant in a student’s life. A family approach, therefore, is taken to ensure that students first and foremost feel safe and cared for. Many teachers offer children the opportunity to come in before school, at lunch, or stay after school for one-on-one assistance, or as a reward. In accordance with this theory, many parental outreach programs have been offered. Parents are encouraged to come to the school for positive experiences, including Family Reading Nights, Dr. Seuss Night, Awards Assemblies, Grade Level Parent Nights, Spring Fun Fair, and Lincoln’s All-School Reading Day Cookout. Education at Lincoln School involves family, which in turn increases needed communication between school and home.

Lincoln School has truly embraced the philosophy of leaving no child behind in regards to education and developing confident life long learners. The staff hopes that its heartfelt drive for teaching students to the best of its ability is apparent, and as students at Lincoln School continue to succeed, the staff will continue to strive for higher standards.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Describe meaning of school's assessment results in reading and mathematics**

Lincoln Elementary School children participate in two State tests, the Illinois Snapshot of Early Literacy (ISEL) and the Illinois Standards Achievement Test (ISAT). These tests were prepared by the State of Illinois to document the students' academic progress in accordance with State Standards. The tests are administered annually.

The ISEL test is given during the first two weeks of school to all students entering Kindergarten. It is then given quarterly throughout the year. The ISEL is a multifaceted Kindergarten inventory, which provides an array of sub tests to reveal each student's early literacy development. The sub tests include alphabet recognition, story listening, phonemic awareness, one-to-one matching and word naming, letter sounds, developmental spelling, and word recognition. The ISEL provides teachers with information to monitor instruction and meet the needs of individual learners as well as track the learning within the school. It also shows parents the early literacy areas in which their children excel or need to be strengthened.

The ISAT is administered to all third grade students in the areas of reading, writing, and math. ISAT results are given in percentages of students who meet or exceed the Illinois Learning Standards. Each student who takes the test is scored with a number that corresponds to an academic indicator of success: academic warning, does not meet, meets, or exceeds. Students who are performing at grade level or above receive either the indicator "meets" or "exceeds." The percentage of students who "meet" or "exceed" are added together to create a total percentage which is communicated to the public. In the area of reading, the test includes sub tests for word analysis and comprehension in both multiple choice and extended response format. Over the last three years, the students at Lincoln Elementary School have demonstrated a 24.3% growth in the area of reading. This gain shows that students are demonstrating a growing knowledge of the components needed to be a grade-level reader. The writing sub test requires students to write an essay on a given persuasive, narrative, or expository prompt. Over the last three years the writing scores have displayed a significant gain of 53%. This gain exemplifies the students' growth in focusing on one topic, using supporting details, and organizing writing in a well thought out manner. In the area of mathematics, Lincoln Elementary School students have demonstrated a growth of 36.3% over the last three years. This considerable gain indicates that more students are able to identify, describe, and investigate the patterns and challenges of mathematical knowledge, critical thinking, and problem solving.

The overall growth in reading, writing, and math reflects the vertical communication between grade levels in developing and implementing a curriculum that empowers students to understand, retain, and use information for the subjects. This goal is reflected in the school improvement plan as well as the Lincoln School mission statement, which strives for students to become life-long learners.

### **2. Show how the school uses assessment data to improve student and school performance.**

It is Lincoln School's philosophy that assessment data not only helps to streamline curriculum, but also creates a learning environment that is differentiated to the needs of students. Test scores from ISAT and the Iowa Test of Basic Skills (ITBS) are reviewed annually. Teachers meet as grade levels to discuss specific strengths and weaknesses based on these tests. The school improvement plan is then developed accordingly to establish a focus for the school year in the areas of student learning, progress, and achievement. Based upon recent data, the main goal of Lincoln School's improvement plan was to create both a Language Arts and Math Curriculum Guide. This goal stressed the need for teachers to incorporate

both vertical and horizontal articulation. Cross grade level teams developed and piloted curriculum guides to articulate instructional practices that provide a standard aligned experience for students at each grade level. The frequency of using assessments such as running records and ISEL has increased because individual strengths and weaknesses can be identified more quickly and accurately. The Gates-MacGinitie and Qualitative Reading Inventory-3 was introduced as an informal reading assessment and has been used to help identify students needing remediation and to pinpoint the specific reading skill that needs strengthening. The computerized STAR Reading and Math assessments are administered quarterly. Teachers then use these results to set students' independent and instructional reading or math levels, and prepare or gather materials appropriate for individual optimal learning. Teachers also use these results to indicate which students may benefit from an after-school reading or math program, which have been offered for the past two years. All test results are shared with parents regularly to help increase parent involvement and to keep parents aware of their child's academic progress.

### **3. Describe how the school communicates student performance to parents, students and the community.**

Communication of student performance has been key in improving students' achievement levels. The Lincoln School staff uses a variety of means to communicate student performance to both the parents and the community. Back-To-School Night is scheduled during the second week of school. Staff members discuss their curricular and disciplinary expectations and any material that parents received during fall registration. Parents/guardians also receive a "Wednesday Envelope" each week, which is used to communicate student performance in an on-going manner throughout the year. It contains daily work, documents parents need to sign, computer read-outs of reading and math progress, monthly "Lincoln Log" newsletters, personal teacher communications, and provides an opportunity for parental feedback. In addition to quarterly report cards and the school report card, parent/teacher conferences are scheduled in the Fall and as needed throughout the year. These conferences are designed to discuss individual student progress, district nationally normed assessments, and ISAT data. Lincoln School also holds quarterly awards assemblies for students, parents, and community members to celebrate student achievement. Progress towards the school's reading program goal is communicated, and individual excellence and class achievements are recognized publicly. New to Lincoln Elementary School is the addition of phones in each classroom, which makes communication with parents/guardians immediate. With voicemail capability, parents have access to daily assignments and can leave messages directly with the teacher. Lincoln Elementary School counts on its local newspaper to report and distribute school news and progress to the community. Lincoln Elementary School's test scores have improved as more communication tools have been put in place. The staff believes that effective schools are those that build positive two-way communication between home and school.

### **4. Describe how the school shares its successes with other schools.**

Lincoln Elementary School uses various avenues to share its successes with other schools. Five times a year the district provides grade levels the opportunity to meet, share, and discuss curriculum as related to State and district standards. During these meetings, Lincoln Elementary School teachers have shared newly developed Language Arts and Math Curriculum Guides with other buildings in the district. After three years of developing a state aligned writing program to meet the specific needs of Lincoln Elementary School students, word of success spread. Using this writing program as a foundation, a third grade writing position was created to unify writing techniques across the district. Surrounding districts have also been inserviced on Lincoln's writing program. In addition to off-site inservices, neighboring district schools have visited the school to observe techniques in practice. Teaching institutions, such as Northern Illinois University and Sauk Valley College, have asked Lincoln Elementary School to become part of their cooperative and allow their prospective teachers to witness and learn from successful



programs being implemented. Having been a school that for many years had to look to others for recognized programs, the Lincoln staff relishes the opportunity to be a model not only for students, but now for other schools as well.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Describe the school's core curriculum and how all students are engaged with content based on high standards.**

The curriculum at Lincoln Elementary School has been an ongoing work in progress over the past several years. The ultimate goal has been to provide a meaningful, challenging, and successful learning experience to all of our students. The curriculum consists of the 11 academic core areas: reading, phonics, spelling, language/writing, math, science, social studies, music, art, PE, and library. Technology is integrated throughout the curriculum.

The Illinois Learning Standards and Dixon Public Schools district guidelines serve as the base from which highly structured Language Arts and Math Curriculum Guides for grades Kindergarten through 4th grade have been developed. Both documents are aligned vertically between grade levels as well as to the current state standards. Curriculum gaps were adjusted and repetitions eliminated, which resulted in higher standards for grade levels. The Curriculum Guides include monthly timelines to indicate appropriate pacing and whether the skill is to be introduced, reinforced, or mastered at each particular grade. Terminology for presenting skills is consistent throughout K-4, and assessments for determining whether skills have been mastered are also provided. Skills in these areas now build vertically between grades, use a multitude of resources, and have transcended into other curricular areas such as music, art, PE and library. Curriculum revision discussions are ongoing and noted at each grade level as the year progresses. Upon year-end review by the staff, documents will be revised and edited. The next process will be to create similar documents for science and social studies that move the curriculum beyond state standard alignment and molds these areas to specific needs of Lincoln School students in an engaging manner.

Because text book based curricula are not enough to support a well-rounded education, many supplemental programs enhance Lincoln's curriculum. The Accelerated Reading program is a motivational and enrichment program that is an important part of our curriculum. This reading program pulls the school together as a whole. The students work for the ultimate goal of achieving a grand total of points at the end of the year. Motivated students read to attain their individual goals set for each quarter throughout the year, and all students take pride in the points they are individually able to contribute. A common theme running throughout the school and a principal challenge keeps the excitement mounting. The Accelerated Math program is another enrichment program that was piloted for 3rd graders at Lincoln Elementary School. It successfully increased math scores and enhanced the math curriculum through skill spiraling and individual pacing. This program has been implemented in 2nd and 4th grade as well, and 1<sup>st</sup> graders have begun to use a computer program that prepares them for the introduction of Accelerated Math next year.

Lincoln Elementary School's structured curriculum allows for staff focus, which in turn provides students the opportunity to become engaged in a curriculum that is well-planned, effective, and motivating. At the same time, this curriculum is flexible in that it will be ever changing to meet the diverse needs of our student population.

## **2. Describe the school's reading curriculum and why the approach was chosen.**

Lincoln Elementary School's developmental reading approach came about after careful examination of previous test scores. This approach was chosen because it meets the needs of all individual students. The basic components of the reading program are whole group reading, small group guided reading, independent reading, and teacher read aloud. These components occur daily and utilize classroom teachers, reading specialists, and support staff working cooperatively. Using the Houghton Mifflin Reading Series, Kindergarten through 2nd grade teachers use big books to teach whole group skills and strategies. This allows students to interact with the teacher while exploring stories in a hands-on manner. Third and 4th grade activities are story based and developed to correlate with ISAT skills of vocabulary enhancement, inference, detail questions, and comprehension. This approach also allows teachers to model new reading strategies to the whole class. When studying current research, teachers found that the addition of guided reading promotes differentiated instruction. In using guided reading, students are placed into small groups of six or less, based on reading levels and strategies needed. Teachers use leveled fiction and nonfiction books to address specific reading needs, and frequent assessment allows these groups to change often. Independent reading time in conjunction with Accelerated Reader instills practice and incentive. Students read fiction and nonfiction books at the appropriate level and then take a computerized comprehension test to assess understanding. All teachers incorporate at least 20 minutes of independent reading time daily. Teachers at all grade levels also read daily to their students. Teachers generally select books above the students' instructional level and often integrate other curriculum areas such as science and social studies. Read alouds help to model fluency, develop comprehension, and encourage a life-long love of reading.

## **3. Describe one other curriculum area of the school's choice and how it relates to essential skills and knowledge based on the school's mission.**

Another area of curriculum that has improved for Lincoln Elementary School is math. As the building addressed the needs of reading and language arts, math ISAT scores were also shown to improve. This success kick-started the need to align math throughout the building. Within the last couple of years, Lincoln Elementary School teachers developed a comprehensive Math Curriculum Guide that is aligned to the State standards and vertically between grades Kindergarten through 4th, and that meets the specific needs of students at Lincoln Elementary School. This guide incorporates frequent checks of mastery to ensure that all students are meeting grade-appropriate skills. These assessments are used as a guide to indicate when reteaching or reviewing of the specified skills is necessary, which in turn builds self-esteem and creates positive experiences for the students. The new Math Curriculum Guide also emphasizes the area of math problem solving. Exposure to problem solving and the various techniques in answering such problems is now consistent and uniform across all grades and incorporates both oral and written communication. Such communication in math has been a natural carryover from the recently adapted language arts curriculum as well. In addition to the Math Curriculum Guide, many supplemental programs have been put into place. Lincoln School has implemented Accelerated Math to ensure skill practice at the specific level of each individual student and has utilized new math building programs while in the technology lab. It has also been a priority at Lincoln School to use available Title I funds to run an after school math program. These curriculum improvements have helped Lincoln Elementary School address essential math skills while at the same time ensuring a positive learning environment.

## **4. Describe the different instructional methods used to improve student learning.**

Dedicated to educating the diverse population of Lincoln Elementary School, the staff uses a variety of strategies based on best practices and current multiple intelligence research. Instruction is delivered using

a variety of methods and modes, which span from tactile learning to higher level thinking. Such strategies include modeling, discovery, various questioning techniques, problem solving, hands on activities, peer collaboration, and conferencing. Formal and informal assessments are used to place children in appropriate developmental levels. At-risk students then receive interventions and curricular adaptations outlined in an individualized instructional plan (IIP). Children may be placed in small groups for differentiated instruction or into a weekly mentoring program with community members and high school students, which provides direct and frequent one-on-one intervention. Graphic organizers, such as the Four Square Writing Method, are used to enhance organized thinking, which improves student learning across many subjects. Collaboration for inclusion and/or resource assistance occurs between classroom teachers, paraprofessionals, writing and reading specialists, cross-categorical teachers, and the speech/language pathologist to reinforce individual student needs. The computer lab and classroom pods also enrich all curricular areas. Lincoln Elementary School strives to reach educational needs of the entire population of students and remains flexible to undertake future challenges.

## **5. Describe the school's professional development program and its impact on student achievement.**

Lincoln Elementary School was placed on the state academic watch list in 1999. Getting the school off this list became the focus of future professional development programs. Half-day in-service times were used to familiarize the staff with the Four Square Writing Program by Judith Gould. All Kindergarten through 4<sup>th</sup> grade teachers were taught to utilize this method to help students organize their thoughts before writing. Upon completion of the language arts and math curriculum documents, other district half days were used for the respective committees to inservice the rest of the staff. The Illinois Meeting the Challenge program for Kindergarten through 5th grade was also presented to several classroom and Title 1 teachers from the district. Teachers were then given the role of presenting the modules to the appropriate grade levels. Not only has this provided staff with valuable information and tools to take back and apply to the classrooms, but it has also given them the time to meet collaboratively with their grade level colleagues within the district. Facing the challenges with a "team" approach, rather than an "every school for themselves" approach gives staff members a sense of ownership in the decision-making process and the actions that are taken. Training is also extended to all paraprofessionals working with students. All teachers use weekly grade level meetings before or after school to exchange ideas and information on student achievement. Lincoln Elementary School has seen a steady improvement in test scores during the past four years as the staff has worked together on the central goal of helping each student achieve his or her potential.

## Criterion Referenced State Assessment Results

Illinois Standards Assessment Test (ISAT)

Mathematics

Grade Assessed --3

Test – Illinois Standards Assessment Test

Edition/publication year: 1999-2003

Publisher: Illinois State Board of Education

What groups were excluded from testing? No groups excluded.

### Illinois Standards Assessment Test Performance Definitions

Below Standards – Student work demonstrates basic knowledge and skills in the subject.

However, because of gaps in learning, students apply knowledge and skills in limited ways.

Meets Standards – Student work demonstrates proficient knowledge and skills in the subject.

Students effectively apply knowledge and skills to solve problems.

Exceeds Standards – Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Table for State Assessment (ISAT) Results in Mathematics – 3<sup>rd</sup> Grade

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Below Standards	98.6	95.6	95	77	75
% At or Above Meets Standards	86.3	79.4	72	50	45
% At Exceeds Standards	17.8	17.6	10	7	1
Number of students tested	73	66	79	70	81
Percent of total students tested	96.1	100	92	99	98
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% At or Above Below Standards	100	91.2	91	N/A	N/A
% At or Above Meets Standards	89.7	70.6	70	N/A	N/A
% At Exceeds Standards	20.7	11.8	3	N/A	N/A
Number of students tested	32	35	29	N/A	N/A
2. White					
% At or Above Below Standards	98.5	98.3	96	N/A	N/A
% At or Above Meets Standards	87.9	81.3	71	N/A	N/A
% At Exceeds Standards	19.7	20.3	11	N/A	N/A
Number of students tested	68	58	78	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Below Standards	93.1	92.8	92	90	88
% At or Above Meets Standards	75.7	74.2	74	69	68
% At Exceeds Standards	31.1	30.3	28	23	21

## Criterion Referenced State Assessment Results

Illinois Standards Assessment Test (ISAT)

Reading

Grade Assessed --3

Test – Illinois Standards Assessment Test

Edition/publication year: 1999-2003

Publisher: Illinois State Board of Education

What groups were excluded from testing? No groups were excluded

### Illinois Standards Assessment Test Performance Definitions

Below Standards – Student work demonstrates basic knowledge and skills in the subject.

However, because of gaps in learning, students apply knowledge and skills in limited ways.

Meets Standards – Student work demonstrates proficient knowledge and skills in the subject.

Students effectively apply knowledge and skills to solve problems.

Exceeds Standards – Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Table for State Assessment (ISAT) Results in Reading – 3<sup>rd</sup> Grade

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Below Standards	95.9	97.1	94	91	92
% At or Above Meets Standards	75.4	63.2	58	52	53
% At Exceeds Standards	28.8	10.3	16	9	16
Number of students tested	73	66	79	69	76
Percent of total students tested	96.1	100	92	97	92
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% At or Above Below Standards	100	94.1	88	N/A	N/A
% At or Above Meets Standards	82.7	58.8	48	N/A	N/A
% At Exceeds Standards	24.1	0	12	N/A	N/A
Number of students tested	32	35	29	N/A	N/A
2. White					
% At or Above Below Standards	98.5	98.3	95	N/A	N/A
% At or Above Meets Standards	77.3	66.1	58	N/A	N/A
% At Exceeds Standards	30.3	11.9	16	N/A	N/A
Number of students tested	68	58	78	N/A	N/A
<b>STATE SCORES</b>					
% At or Above Below Standards	91.8	93.2	93	94	92
% At or Above Meets Standards	62	62.2	62	62	61
% At Exceeds Standards	21.9	18.6	19	21	17